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Who are you? Who, who! Who, who! [7th grade]

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UNDERSTANDING BY DESIGN

Unit Cover Page

Unit Title: Who are you? Who, who! Who, who!

Grade Level: 7

Subject/Topic Area(s): English (Personal Narrative)

Designed By: Kara Brown and Jean Yang

Time Frame: 5 weeks (25 days; 50 minute class periods)

School District: Northside Independent School District

School: Vale Middle School

School Address and Phone: 2120 N. Ellison Drive, San Antonio, TX 78251
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Brief Summary of Unit

The goal of this unit is for students to write their own personal narrative. Students will understand that writing a personal narrative is not only applicable to the classroom. They will understand the value of reflecting on past experiences and use that knowledge in the future.

They will take an essay through all five steps of the writing process (pre-writing, drafting, revising, editing, and publishing). Throughout the unit, students will be introduced to and apply new strategies to their own writing to help with pre-writing, revising and editing. These strategies will improve their writing, and students will be able to see the value in using them. Students will also practice their command of standard conventions of the English language.

The long-term goal is for students to be able to complete an essay on their own and finish with a polished piece of writing. At the end of this unit, students will also have a better idea as to how to create a “good” piece of writing versus just hoping to “be lucky.”

Unit: Who are you? Who, who! Who, who! (Personal Narrative)**Grade: 7****Stage 1: Desired Results****Established Goals (Standards)**

TEKS: (14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:

(B) develop drafts by choosing an appropriate organizational strategy and building on ideas to create a focused, organized, and coherent piece of writing;

(C) revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;

(D) edit drafts for grammar, mechanics, and spelling; and

(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) identify, use, and understand the function of the following parts of speech in the context of reading, writing, and speaking:

(i) verbs (perfect and progressive tenses) and participles;

(ii) appositive phrases;

(v) prepositions and prepositional phrases and their influence on subject-verb agreement;

(vii) subordinating conjunctions (e.g., because, since); and

(viii) transitions for sentence to sentence or paragraph to paragraph coherence;

(B) write complex sentences and differentiate between main versus subordinate clauses; and

(C) use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) use conventions of capitalization; and

(B) recognize and use punctuation marks including:

(i) commas after introductory words, phrases, and clauses; and

(ii) semicolons, colons, and hyphens.

(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.

Understandings

Students will understand that...

Writing a personal narrative leads to self-discovery and reflection.

Writing is interactive; a good writer uses a variety of strategies to develop a piece of writing.

- The writing process categorizes these different strategies.

Essential Questions

What does good writing look like?

What are the steps of the writing process?

What strategies can I use throughout the writing process?

What can I do to improve my writing?

Why do we write personal narratives?

<p>Knowledge <i>Students will know...</i></p> <ul style="list-style-type: none"> • Every experience is important (even if it's not extraordinary). • The steps of the writing process. • What defines a personal narrative. • How to appropriately use spelling and grammar. 	<p>Skills <i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Focus on an experience and form a life lesson that can be applied to many situations. • Evaluate their own and others' writing. • Generate ideas for writing. • Integrate various revising and editing strategies to improve their writing. • Use distinctive voice in their writing to entertain the reader.
<p>Stage 2: Assessment Evidence</p>	
<p>Performance Task: Students will choose two pieces of previous writing from the classroom and expand to create a draft. Using strategies we have covered in class (or that they know from previous years), they will apply revising and editing techniques to improve the two pieces of writing. After this, students will create final drafts for each piece. Next, each student will pair with a partner to evaluate the other's writing and provide feedback. After evaluation, students will make any necessary changes and publish one of the essays in our class anthology, titled "Who are you? Who, who! Who, who!" See Appendix A-D for assignment and rubrics.</p>	
<p>Other evidence:</p> <ul style="list-style-type: none"> • Exit slips (writing process, "to be" verbs, fixing sentence fragments) • Authentic test: using imagery and sensory detail to make sentences come alive. 	
<p>Stage 3: Learning Activities</p>	
<p>See calendar on the next page.</p>	

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Day 1: What does good writing look like?</p> <p>Warm up: Are you a good writer? Explain why/why not. Working in groups of 3-4, students will receive an envelope containing several excerpts from books. Have the students separate them into 2 categories: Yes! I want to read more of that and No! I don't like it.</p> <p>After, have a class discussion and make a list of qualities to determine what makes something good to read.</p>	<p>Day 2: What does good writing look like?</p> <p>Warm up: What is the best thing you have ever written/read? Explain why. Compare the TAKS rubric (kid-friendly) to the list from yesterday. Discuss and copy into mini-lessons. Begin house rubric. Go over the house as a class to show the differences between each score point.</p>	<p>Day 3: What does good writing look like?</p> <p>Warm up: Why do we decorate things? Think of things like your room, binders, clothes, etc. (Personalizing things to make them our own.) Create your own version of the house rubric using an item of your choice.</p> <p><i>Exit slip (pre-assessment): Write the 5 steps of the writing process. What do you know about each step?</i></p>	<p>Day 4: What are the steps of the writing process?</p> <p>Warm up: Describe your morning routine. Why do you do things in that order? Class discussion over writing process and connection to warm up (why is it important to do things in a specific order). Go over the 5 steps and what is in each step. Pre-writing mini-lesson: Quicklist of ideas (3 columns: names, descriptions, anecdotes). For details see <u>Acts of Teaching</u> by Joyce Armstrong Carroll and Edward E. Wilson.</p>	<p>Day 5: What strategies can I use throughout the writing process?</p> <p>Warm up: Choose one of your "anecdotes" from yesterday's Quicklist and write. Think, pair, share. Evaluation: What did you hear that was good writing?</p> <p><i>Quiz exit slip: Write the 5 steps of the writing process. What do you do in each step?</i></p>
<p>Day 6: What strategies can I use throughout the writing process?</p> <p>Warm up: "Home is where the heart is." Explain what this phrase means to you. Create a blueprint (see <u>Acts of Teaching</u> by Joyce Armstrong Carroll and Edward E. Wilson) (pre-writing)</p>	<p>Day 7: What strategies can I use throughout the writing process?</p> <p>Warm up: "It takes hands to build a house, but only hearts can build a home." Explain what this phrase means to you. Finish blueprint (label rooms, 7 significant memories, decorate front)</p>	<p>Day 8: What strategies can I use throughout the writing process?</p> <p>Warm up: Why do we pre-write? Why do we use things like the Quicklist and the blueprint? Memory target (choosing one memory from your blueprint)</p>	<p>Day 9: What strategies can I use throughout the writing process?</p> <p>Warm up: Using the information from your memory target, write about your memory. Pair with a student and read aloud. As one person is reading, the other will write down each thing he/she could picture in his/her mind on a sticky note. Imagery mini-lesson – what is it, and how do I add it?</p>	<p>Day 10: What can I do to improve my writing?</p> <p>Warm up: Give them a picture and ask them to describe it. Imagery (continued): As a class, write a paragraph to describe the picture. On their own, add 2 examples of imagery to their warm up from Day 9.</p>

<p>Day 11: What can I do to improve my writing?</p> <p>Warm up: Band-aid prompt (write about a time you were hurt/injured). Share with a buddy. Sensory details (mini-lesson): What are the 5 senses? What else can I add to my writing to improve it? Glue in sensory detail words.</p>	<p>Day 12: What can I do to improve my writing?</p> <p>Warm up: Add at least 3 examples of sensory detail into yesterday's writing. Writing Territories (4 categories: people, places, events, hobbies). For details see <u>Teaching Adolescent Writers</u> by Kelly Gallagher. <i>Authentic Test: Add imagery to a sentence. Add sensory detail to another sentence.</i></p>	<p>Day 13: What can I do to improve my writing?</p> <p>Warm up: Choose one topic from your heart and write about it. "To be" verb mini-lesson (bug & bug spray comparison). Why do we take them out? Remember, not all bugs can be exterminated – some are tricky and stay despite your best efforts!</p>	<p>Day 14: What can I do to improve my writing?</p> <p>Warm up: "To be" verb extermination: 5 sample sentences. Continue "To be" verb mini-lesson (go over warm up); find "to be" verbs in yesterday's writing, and begin extermination.</p>	<p>Day 15: What can I do to improve my writing?</p> <p>Warm up: What bugs you? Prompt + sticker. Discussion of pet peeves. Reading-Writing Connection: Read <u>The Pain and the Great One</u> by Judy Blume. Connection: Write about a time that someone/something annoyed you. <i>Exit slip: "to be" verbs</i></p>
<p>Day 16: What can I do to improve my writing?</p> <p>Warm up: Write about a time someone yelled at you. Dialogue mini-lesson: "For the Birds" clip and rules of dialogue. Add a conversation to your writing from Day 15.</p>	<p>Day 17: What can I do to improve my writing?</p> <p>Warm up: Add a conversation of dialogue to your warm-up from yesterday using correct punctuation. Mini-lesson: sentences versus sentence fragments.</p>	<p>Day 18: Why do we write personal narratives?</p> <p>Warm up: Sentence and sentence fragment practice. Work on performance task. Explain task and choose writings/draft.</p>	<p>Day 19: Why do we write personal narratives?</p> <p>Warm up: How did you decide which pieces to work with for "What's your story"? Work on performance task. Draft. <i>Exit slip: Fixing sentence fragments</i></p>	<p>Day 20: Why do we write personal narratives?</p> <p>Warm up: Why do you think people like to write about themselves? Work on performance task. Brainstorm revising/editing. Finish drafting/begin revision.</p>
<p>Day 21: Why do we write personal narratives?</p> <p>Warm up: Removing "to be" verbs from sentences. Work on performance task. Finish revising and editing.</p>	<p>Day 22: Why do we write personal narratives?</p> <p>Type final draft in lab</p>	<p>Day 23: Why do we write personal narratives?</p> <p>Type final draft in lab</p>	<p>Day 24: Why do we write personal narratives?</p> <p>Read and evaluate.</p>	<p>Day 25: Why do we write personal narratives?</p> <p>Create your anthology page. Due at the end of class!</p>

Appendix A

Name:

Class Period:

Who are you? Who, who? Who, who?

Directions: In class, we have started many short writings in your composition book. Your job is to choose any **two** that we have already been working on in class. Make sure the ones you choose are the most interesting to you and your reader; you will be taking these **two** pieces through the writing process. Also, make sure you feel comfortable sharing them with the class because we will be publishing them in an anthology. *An anthology is a collection of writing by different authors.*

After you choose your **two** pieces, expand each one into a full essay – you need to tell the WHOLE story. This means that it should be no shorter than 250 words.

Next, you can choose from a class-created list of strategies to revise and edit your essays. You **MUST** do at least **two** different revision strategies per essay and **one** editing strategy per essay. **It is your choice whether or not you want to do the same revising/editing strategies for each essay.

In-class brainstorming	
Revising Strategies	Editing Strategies

Finally, we will type our final drafts in the lab. You and a partner will evaluate each others' writing and provide feedback. After evaluation, make any necessary changes to both essays.

Appendix B

FINAL ANTHOLOGY SUBMISSION

We will be creating a class anthology (collection of writing). You will design a page to showcase **one** of your essays from the **Who are you? Who, who? Who, who?** assignment. In your Word document, you can add anything you wish (school appropriate of course 😊) to help the reader get a true idea of you and your essay. You can use Clip Art, borders, pictures, font, color, etc. to personalize your page(s). It must include the title, essay, and your name – everything else is up to you!

Appendix C

Rubric for “Who are you? Who, who? Who, who?”

Category	0 (0-59)	1 (60-69)	2 (70-79)	3 (80-89)	4 (90-100)
Focus and Coherence: <ul style="list-style-type: none"> Is my essay focused? Does my essay explain the whole story? Did I use revision and editing to improve my ideas? 	The writer has no point to the essay. It is not clear what is happening. There is no revision/editing present.	The writer has an event, but the point is unclear. The writer tells what happened. There is one strong example of revision/editing.	The writer tells about the event, but it is confusing. There are two strong examples of revision/editing which add some quality to the writing.	The essay is clear. There are three strong examples of revision/editing which have added to the overall quality of the writing.	The essay is extremely clear. The writer has more than three strong examples of revision/editing that have added to the overall quality of the writing.
Voice: <ul style="list-style-type: none"> Does it sound like me? Does it captivate the reader? 	The essay has no voice. It feels like I'm reading a textbook.	The essay has very little voice. I'm reading it, but it sounds like any 7 th grader could have written this.	The essay has some voice. There are moments where it sounds unique.	The essay has somewhat strong voice. I can picture who is telling me the story.	The essay has strong voice. It is original and unique to one person.
Depth of Ideas <ul style="list-style-type: none"> Is there detail to clearly explain the events of the essay? Are the important ideas developed? 	There is no detail or development in the essay.	There is very little detail. It only mentions the basics, like color and size.	The writer uses some detail, but scatters them throughout the essay without special attention to important ideas.	The writer uses detail throughout the essay. The important events are developed.	The writer makes the reader feel as if he/she is there by showing what happened. The important events are clearly described.
Organization: <ul style="list-style-type: none"> Does the essay flow smoothly? Did the order of events make sense? 	The essay does not make any sense.	The essay makes sense but does not flow smoothly.	The essay makes sense and flows somewhat smoothly.	The essay flows smoothly from idea to idea, and the reader can follow the order of events.	The essay flows seamlessly, and the reader does not question the order of events at all.
Conventions: <ul style="list-style-type: none"> Did I check for spelling and grammar errors? 	The essay has so many errors it cannot be understood.	The essay has many errors, and it takes a lot of effort to be understood.	The essay has many errors; however the idea can be understood.	The essay has some errors, but they do not take away from the overall quality.	The essay has little to no errors. Conventions are used to add to the overall quality.

Appendix D

Does **“Who are you? Who, who! Who, who!”** have the following?

(40 points) _____ 1st essay (10)

- Revision strategy #1 (10)
- Revision strategy #2 (10)
- Editing strategy (10)

(40 points) _____ 2nd essay

- Revision strategy #1 (10)
- Revision strategy #2 (10)
- Editing strategy (10)

(10 points) _____ Peer evaluation/feedback

(10 points) _____ Final anthology page

Total grade: